



## **Physical Education Policy**

**2023 – 2024**

**St Michael's Nursery and Infant School**

**Subject Lead: Mrs Stacey Hudson**

### **Intent**

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness.

Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. At St Michael's Nursery and Infant School, our aim is to ensure all children enjoy and are engaged in Physical Education and Sport.

Through Physical Education we aim to develop the children's knowledge, skills and understanding, so that they can perform with increasing confidence and competence in a range of physical activities. We aim to improve health and well-being, promote active participation and lifelong learning, and for each child to fulfil their potential. We aim to ensure that the children's experience of Physical Education is positive and motivating and that children's attitudes to a healthy lifestyle are firmly embedded in our curriculum.

### **Implementation**

Each Key Stage One child receives 2 hours of curriculum time PE on a weekly basis which is carefully planned and mapped out to ensure a broad and full range of skills and activities. These sessions are either delivered by specialist coaches or class teachers during PE lessons. Pupils in KS1 are given ample opportunities to develop their fundamental movement skills and extend their agility, balance and coordination. They engage in competitive and cooperative physical activities through games, dance and gymnastics.

Early Years pupils receive a one hour directed PE lesson each week and access the Outdoor Curriculum every single day.

In addition to PE in curriculum time, we also strive to provide opportunities for children to access extracurricular physical activity through a wide range of sporting and active clubs such as: Wheelchair Basketball, walks in the community, Yoga workshops, U.Dance and Multi Skills clubs.

We also encourage active playtimes using our playground coach. Coach David plays on the yard each week to demonstrate example games and active challenges that the children can later lead for themselves.

## **Impact**

All children at St. Michael's receive a broad and balanced PE curriculum regardless of year group or ability. Every child accesses all of the key areas of the subject on offer at our school. Teachers plan PE with a clear progression of skills and knowledge that we have devised as part of our curriculum offer to ensure that all children access it at an age-appropriate level. Festivals and competitions ensure all of our children have the opportunity to take part in a range of sports both in and outside of school whether that be at a competitive or non-competitive level. emphasis focused on increasing children's activity levels.

## **Planning and Assessment**

In Early Years, the Development Matters (DfE 2021) is used to help us create our EYFS curriculum. We have carefully mapped out milestones for Physical Development across the year, ensuring that we the requirements of the educational programmes in the statutory framework for the EYFS.

In Key Stage 1, the National Curriculum objectives are used as the basis of the curriculum. The long-term plan is designed to conjunction in conjunction with the St Joseph's and Allerdale SSP festival calendars so that the children are equipped with the skills and knowledge needed to participate in competitions and festivals. Opportunities to compete helps to embed The six 'School Games' values - Passion, Self-Belief, Respect, Honesty, Determination and Teamwork.

In EYFS staff use the Development Matters checkpoints to identify any physical development concerns and plans are in place to support the children. For example – last year it was identified that a group

IPEP – an interactive assessment tracker is used in Key Stage 1 which identities strengths and gaps.

## **Equipment and Resources**

The hall is time-tabled separately for individual classes. Floors are suitable for barefoot work. Equipment is stored in the PE store in hall. The playground has painted markings which are used at play and lunchtimes. Equipment checks are carried out annually by a registered external company.

## **Health and Safety**

Health and safety is made an integral part of children's learning throughout all PE lessons. Children are taught how to carry, store and use equipment safely and appropriately according to their age and ability.

## **PE Kits**

- PE kits consist of shorts and t-shirt – children in Reception and Key Stage 1 change into their PE kit before taking part.
- Nursery children remove socks, shoes and jumpers for PE in the hall.
- Long hair to be tied back and earrings to be removed. Earring that cannot be removed should be covered with a plaster.
- Trainers should be worn for outdoor PE.

## **Equal Opportunities and Inclusion**

We ensure that all children receive an inclusive, broad and balanced Physical Education curriculum. Every attempt is made to fully integrate special needs children, including those with impairments, into participating on equal terms with other children. We adapt apparatus and equipment and present open-ended tasks which all children can undertake according to their ability. We also provide more challenging tasks for more able pupils and those who are gifted and talented.

## **Monitoring**

The PE Policy is reviewed in accordance with the rolling programme of policy review. The subject is also monitored by the subject leader as part of the subject monitoring system.

Signed:



Stacey Hudson

Date: 1<sup>st</sup> November 2023

Review Date: 1<sup>st</sup> September 2024